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AUTHOR	Hanna, Mattie; And Others
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ABSTRACT

The family life education guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The basic, grade 9 unit of 7 weeks considers self-understanding and acceptance, personal grooming, family relationships, family adjustments, extended relationships, and values and social concerns. The advanced, grade 10 unit of 4 weeks considers self-involvement, preparation for mature roles, and preparation for marriage. The semester course, for grades 10, 11, and 12, considers self-understanding, family living, the individual in the community, preparation for the future and for parenthood, children in the family, and decision making for family goals. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Family Life Education Curriculum Guide
(Personal and Family Relationships)

Draft

Basic Unit

Advanced Unit

Semester Course

Prepared by:

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Consumer and Homemaking Education Section
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In Cooperation with:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both teacher and students than is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved.

Making an educational objective operational also calls for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C" or "State sources of vitamin C." The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans." Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

> Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through experience and through reflection upon the experience. The selected learning experiences in these materials

are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamet of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the technique should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not participate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play With Unfinished Ending.

   Two Students. Teacher established setting.
   First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
   Second Student: "He better NOT be! Wait until I see him! I'll . . ."
   Class completes sentence.

2. Home Furnishings: Work Simplification.

   Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball. Students stand. Ask a question. Toss ball. Student who catches ball answers questions; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another one.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee, maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

. . . it is of short duration.

. . . it involves every class member.

. . . it is a pleasant and interesting activity.

. . . it introduces the topic of the daily lesson.

. . . the teacher is enthusiastic and energetic about the idea.

Estimated Length of Units and Courses

Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

Family Life Education
(Personal and Family Relationships)

Rationale

Education has the responsibility for helping individuals learn to function effectively as family members in an increasingly complex society. Individuals who understand themselves and others, establish a system of values, set goals, and evaluate progress toward attaining these goals tend to be happy, effective persons.

Technological, cultural, social, and economic changes have affected the traditional role of the family and created new patterns of living. Families face the problems of early marriage, young parenthood, three-generation families, physical mobility, changing roles of family members, and dual responsibilities of homemakers and wage earners. It is increasingly apparent that problems of delinquency, crime, sexual deviance, alcoholism, drug abuse, and mental disease may relate to the family.

When there is an awareness that all is not well, a challenge to bring about improvement is fundamental. Better families are the best insurance for a better society. Since the family is the basic unit of society, instruction in this area is essential.

The school has become the major instrument for improving society. Family life education has a unique contribution to make in the field of human relationships and the management of resources to achieve individual and family goals. This curriculum resource was developed as a tool for the teacher in helping learners to comprehend personal and family values, and interpersonal and managerial skills that contribute to responsible, informed behavior.

A unit in Personal and Family Relationships is planned as a part of the Basic and Advanced Consumer and Homemaking Education courses. A semester course is prepared for Family Life Education.

This curriculum, as developed, is intended to encourage the individual teacher to select learning objectives and experiences and adapt them to suit individual needs or group situations.

Conceptual Framework - Family Life Education
(Personal and Family Relationships)

Basic 7 Weeks	Advanced 4 Weeks	Semester 18 Weeks
I. Self understanding and acceptance A. Basic human needs B. Physical, mental, social, and emotional development C. Personality and character development	I. Self-involvement A. Family 1. Personal contributions 2. Recreation 3. Communication B. Community 1. Citizenship responsibilities 2. Volunteer services	I. Self understanding A. Basic needs B. Personality and character development C. Maturity D. Self-esteem E. Values and goals F. Personal philosophy of life
II. Personal grooming A. Daily body care B. Effects of health habits on appearance C. Grooming aids and services D. Effect on relationships	II. Preparation for mature roles A. Personal goals and values B. Understanding the importance of roles C. Decision-making	II. Family living A. Life cycle B. Change in family roles C. Family crises D. Satisfactions and success
III. Family relationships A. Roles B. Responsibilities and privileges C. Communication	III. Preparation for marriage A. Dating B. Engagement C. Marriage 1. Legal, religious and social aspects 2. Factors related to successful marriages	III. Individual in the community A. Responsibilities and privileges B. Community services and resources
IV. Family adjustments A. Types of families B. Employed mother C. Family mobility D. Family crises E. Addition of family member (new child or adult relative)		IV. Preparation for the future A. Dating 1. Steps in dating 2. Dating skills 3. Communication 4. Problems B. Preparation for successful marriage 1. Mate selection

Conceptual Framework - Family Life Education
(Personal and Family Relationships)

Basic 7 Weeks	Advanced 4 Weeks	Semester 18 Weeks
V. Extended relationships A. Development of friendships 1. Same sex 2. Opposite sex 3. Adults other than family B. Development of work relationships 1. Employer 2. Co-workers VI. Values and social concerns A. Smoking and drinking B. Drugs C. Sex D. Communicable diseases		2. Engagement period 3. Kinds of marriages, marriage laws and customs 4. Wedding and honeymoon 5. Adjustments in marriage C. The single life 1. Prior to marriage 2. Permanently single D. Preparation for careers V. Preparation for parenthood A. Role of planning B. Prenatal care C. Adjustments D. Costs E. Adoption of children VI. Children in the family A. Adjusting to the first child B. Child care and guidance 1. Routine care and training 2. Health and safety C. Community resources and child care services

Conceptual Framework - Family Life Education
(Personal and Family Relationships)

Basic	7 Weeks	Advanced	4 Weeks	Semester	18 Weeks
				VII. Decision-making for family goals A. Factors in decision-making 1. Values 2. Standards 3. Resources a. Human b. Non-human B. Decision-making in other areas 1. Food 2. Housing and furnishings 3. Clothing 4. Health 5. Recreation 6. Education 7. Relationships a. Child-rearing practices b. Decision-making patterns	

17/18, 19, 20

Family Life Education
(Personal and Family Relationships)

Basic Unit

Grade: 9

Estimated Length of Unit: 7 Weeks

Concepts:

I. Self understanding and acceptance
   A. Basic human needs
   B. Physical, mental, social and emotional development
   C. Personality and character development

II. Personal grooming
   A. Daily body care
   B. Effects of health habits on appearance
   C. Grooming aids and services
   D. Effect on relationships

III. Family relationships
   A. Roles
   B. Responsibilities and privileges
   C. Communication

IV. Family adjustments
   A. Types of families
   B. Employed mother
   C. Family mobility
   D. Family crises
   E. Addition of family member (new child or adult relative)

V. Extended relationships
   A. Development of friendships
      1. Same sex
      2. Opposite sex

Family Life Education
(Personal and Family Relationships)

Basic Unit

Grade: 9

Estimated Length of Unit: 7 Weeks

Concepts:

3. Adults other than family

B. Development of work relationships
1. Employer
2. Co-workers

VI. Values and social concerns
A. Smoking and drinking
B. Drugs
C. Sex
D. Communicable diseases

CONCEPTS: Self Understanding and Acceptance

OVERALL OBJECTIVES: Show understanding of the pervasiveness of basic human needs to the development of the individual's personality and character.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe ways in which persons meet basic human needs.	List the basic physical and emotional needs of an individual. Read references and compare reading with the basic needs you listed. Write the following physical and emotional needs on the overhead projector and through circular response, explain each need: Physical 1. Food 2. Shelter 3. Sleep and rest 4. Adequate space 5. Activity Emotional 1. Love 2. Acceptance 3. Appreciation 4. Security 5. Independence 6. Variety 7. Meaningful communication 8. Individuality	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 41-48. McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 17-25.
Differentiate among physical, emotional, social, and mental development in the individual.	Read reference to identify the areas of individual growth and discuss types of growth.	Cross, Enjoying Family Living, pp. 6-24.
	View filmstrips on maturation and growth and discuss different directions of growth.	Filmstrip: Guidance Associates, Becoming a Woman - Maturation and Growth.

CONCEPTS: Self Understanding and Acceptance

OVERALL OBJECTIVES: Show understanding of the pervasiveness of basic human needs to the development of the individual's personality and character.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected film to observe the relationship between emotional maturity and age. Discuss film and write a paragraph concerning someone you know who shows he is not growing up emotionally. Discuss the following questions: 1. What types of television programs do you now enjoy that you did not enjoy when you were younger? Why? 2. Which television program do you no longer enjoy that you did at one time? Why? Role play situations that show growth through acceptance of social and emotional responsibilities. Suggested situations: 1. When a date has to be called off because of a change in family plans. 2. When a car is not available. 3. When a boy is disturbed after being told by you that you would rather not date anymore.	Filmstrips: SVE Love and the Facts of Life Series: Who Am I? The Search for Self. Growing Up, from Childhood to Maturity. Films: South Carolina Mental Health Film Library, Act Your Age. Emotional Maturity.

CONCEPTS: Self Understanding and Acceptance

OVERALL OBJECTIVES: Show understanding of the pervasiveness of basic human needs to the development of the individual's personality and character.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Present short skits to show immature behavior in teenagers and analyze the behavior as it relates to meeting the basic needs of the individual.	
Relate personal traits to the basic needs for personality and character development.	Define personality. List personality traits that you admire in another person.	
	Identify your personality characteristics by using the personality check list in McDermott and Nicholas.	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 25-32.
	Summarize the responses and analyze them as to strong and weak personality characteristics. Determine one of your best personality traits which makes you a unique individual.	
	Match the personality behaviors with the appropriate basic needs to see the relationship between personality and basic needs.	
	Compare the four terms: personality, personality characteristic, character and behavior. How do they relate?	
	View selected filmstrip on character development and discuss ideas and feelings about cheating. What basic need is being sought by the person who cheats?	Filmstrip: Guidance Associates, Somebody's Cheating, Part I.
	Given several situations, make decisions and discuss the values and personality characteristics which influenced these decisions.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 54-57.

CONCEPTS: Personal Grooming

OVERALL OBJECTIVES: Demonstrate comprehension of the relationship between grooming and health practices and the appearance of the individual.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify grooming and health practices incorporated in daily body care as related to: 1. Posture 2. Diet-eating habits 3. Personal hygiene 4. Exercise and recreation 5. Rest and sleep 6. Clothing	Read selected references concerning grooming and health practices. Through buzz groups, discuss ways that grooming and health practices affect personal appearance.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 64-75. McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 147-175. Pollard, et al., Experiences in Homemaking, rev. ed., pp. 186-207.
	View suggested filmstrip on personal hygiene for guidelines to personal health care. Discuss ideas from filmstrip in relation to personal care tasks.	Filmstrip: Glenn Educational Films, Inc., The Miracle of Nature.
	Using reference materials, make recommendations for improving the following: 1. Acne 2. Stooped posture 3. Body odor 4. Overweight	Cross, Enjoying Family Living, pp. 7-9.
	Discuss multiple factors that may contribute to the cause or remedy of the problem.	Wilkens, A New You - The Art of Good Grooming, pp. 31-45.
	Discuss the effect of the above problems on relationships. (Note to teacher: The discussion should include reassurances from the teacher that positive measures can aid relationships.)	Editors of Seventeen, The Seventeen Book of Fashion and Beauty. Tolman, Charm and Poise for Getting Ahead.

CONCEPTS: Personal Grooming

OVERALL OBJECTIVES: Demonstrate comprehension of the relationship between grooming and health practices and the appearance of the individual.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Uggams and Fenton, The Leslie Uggams Beauty Book.
Suggest ways to enhance personal appearance.	Make a weekly schedule for good grooming, including those activities which should be done daily. Check good grooming practices on chart at beginning of each class period and evaluate your progress.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 66-67.
	Develop a plan for improving three health habits in order to improve personal appearance.	Bell and Fallon, Consumer and Homemaking Education, A Case Study Approach, pp. 37-40.
		Reiff, Steps in Home Living, 2nd ed., pp. 141-143.
Appraise the value of grooming aids and services in relation to personal health and appearance.	Work in small committees to arrange a display of grooming aids and state value to personal appearance.	Grooming aids.
	Make a collection of newspaper and magazine advertisements for grooming aids and services. Discuss the statements given and determine whether factual or emotionalized.	Newspaper and magazine advertisements.

CONCEPTS: Family Relationships

OVERALL OBJECTIVES: Demonstrate positive attitudes toward family membership by forming generalizations concerning family roles, communication, and responsibilities.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Formulate generalizations that indicate positive attitudes toward the acceptance of roles of family members.	Read references on roles of family members to identify role of each family member.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 103-111. McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 23-42. Cross, Enjoying Family Living, pp. 6-30.
	View film on roles of family members and discuss for clarification on example of various roles of family members. Identify roles assumed by members of television families and compare these roles with those of your family. Formulate a list of five generalizations to use as suggested guidelines for contributing to the emotional climate of families.	Film: South Carolina Mental Health Film Library, Walk in Their Shoes.
	Role play situations of families which illustrate how members assume their individual roles and responsibilities in family life.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 105.
Formulate generalizations to indicate positive attitudes toward responsibilities and privileges of family membership.	Read suggested references to identify the privileges and responsibilities of family members, then analyze a case study of a family with teenagers and suggest how to divide family responsibilities.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 56-57.

CONCEPTS: Family Relationships

OVERALL OBJECTIVES: Demonstrate positive attitudes toward family membership by forming generalizations concerning family roles, communication, and responsibilities.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Cross, Enjoying Family Living, pp. 33-38. Pollard, et al., Experiences in Homemaking, pp. 39-81. Rhodes and Samples, Your Life in The Family, pp. 455-458.
	View a film on sharing family responsibilities and discuss ways families shared responsibilities.	Film: South Carolina Mental Health Film Library, Wait Until Your Father Gets Home.
	Dramatize some family situations which develop when individuals fail to assume a share of responsibilities.	
List suggestions for facilitating effective communication.	Develop a definition of "communication" among class members. Discuss. Develop a vocabulary of verbal and nonverbal means of communicating with family members.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 45.
	Discuss "Why Communicate?" and "How to Improve Communication?"	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 23-24. Cross, Introductory Homemaking, pp. 146-148.

CONCEPTS: Family Relationships

OVERALL OBJECTIVES: Demonstrate positive attitudes toward family membership by forming generalizations concerning family roles, communication, and responsibilities.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Role play situations involving verbal means of communication. Pantomime nonverbal means of communication, such as handshake, smile, and nod. View filmstrip on communication and discuss.	Filmstrip: Society For Visual Education, Inc. Family Problems of Older Teens Series: Communication Gap.
State ways in which interpersonal communication may be blocked.	Recall from experience, blocks to communication resulting from teasing or ridicule. View selected transparencies and discuss ways in which attitudes, understanding, environment, and interests affect communication. Present examples illustrating how each affects communication.	Transparency Masters: South Carolina State Dept. of Education. The World of Work, Orientation and Guidance, pp. 205-212.

CONCEPTS: Family Relationships

OVERALL OBJECTIVES: Identify family situations requiring adjustments and formulate ways of working toward solutions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze different families with adjustment needs and suggest possible solutions for successful living.	Given the following list of types of families, discuss how each family plans to meet the basic needs of its members: 1. One-parent family 2. Step-parent or parents 3. Three-generation family 4. Foster family 5. Two-parent family	Barclay, et al., Teen Guide to Homemaking, 3rd ed. pp. 25-27. Greer and Gibbs, Your Home and You, p. 20.
Suggest ways the husband and children can contribute to the family when the mother works outside the home.	Discuss the adjustments a family has to make when the mother is employed outside the home. From class discussion, summarize the suggestions for possible solutions in making adjustments.	
	Complete the following sentence: "When Mother works outside the home, the husband and children . . ." Analyze how values and goals influence the way the sentence is completed.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 27. Cross, Enjoying Family Living, p. 77.
Recognize changing circumstances which might occur when a family moves, and give suggestions for making adaptations.	Define physical mobility and identify situations which may require adjustments when the family moves to a new community. Discuss situations of class members who have recently moved.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 33-34.
	Role play a situation of a new family in the community in which one member demonstrates the making of adjustments.	Craig, Thresholds to Adult Living, 2nd ed., pp. 75-76.
	Interview a new family in the community to determine adjustments they had to make.	Resource person from community.

CONCEPTS: Family Adjustments

OVERALL OBJECTIVES: Identify family situations requiring adjustments and formulate ways of working toward solutions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe some of the adjustments families have to make in relation to selected family crises.	Define the meaning of crisis. Participate in buzz groups to identify specific instances which may be regarded as family crises and analyze them for their effects on family members. Discuss how a crisis for one family may not be considered a crisis to another family. Summarize the effects of crises upon family members and suggest ways of adjusting. Given a description of a family and a crisis, write a suggested solution to the problem. Discuss in class.	
Identify sources of aid for families in a selected crises.	Investigate sources of aid in your community for families in crisis situations such as: 1. Death in the family 2. Family member with extended illness 3. Breadwinner unemployed for long period 4. Divorce View filmstrip on family crises. Evaluate and react to the opinions voiced by teenagers in the filmstrip.	Filmstrip: Society for Visual Education, Inc., Family Problems of Older Teens Series: Broken Homes and Families.
Describe adjustments the family has to make to the addition of a new member.	Role play the preparation of the children in the family for both a new baby and the addition of an adult relative. Discuss the adjustments necessary when any family member is added to the household.	

CONCEPTS: Extended Relationships

OVERALL OBJECTIVES: Show interpersonal behavioral characteristics which make one's behavior acceptable to others.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify characteristics that aid in developing friendships among peers and adults.	Participate in buzz groups to formulate meanings of friendship.	
	Write the word "friendship" on the chalkboard by arranging the letters in a vertical line. Beside each letter, write words which describe the kinds of friends one would like to have. For example, F--frank, friendly; R--reliable; I--interesting. Compare lists. Elaborate on these characteristics by indicating the behaviors one exhibits if he is so described.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 22-23, 83-85. McDermott and Nicholas, Homemaking for Teenagers, 6th ed., I, pp. 24-25. Cross, Introductory Homemaking, pp. 21-29.
	Check your own friendship qualities by using the checksheet in the Pollard reference.	Pollard, et al., Experiences in Homemaking, p. 8.
	View selected filmstrip and write summary of points learned about making friends.	Filmstrip: Coronet, Developing Friendships.
	View selected film. Discuss characteristics of main character in relation to his qualities for developing friends.	Film: South Carolina Mental Health Film Library, Shy Guy.
Identify dating behavior that is likely to enhance one's ability in interpersonal relations and dating behavior which is likely to detract from positive interpersonal relationships.	Read selected references on: 1. Dating etiquette 2. Dating activities 3. Going steady Discuss how dating can help develop one's ability in interpersonal relationships.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 86-91. Cross, Enjoying Family Living, pp. 58-64.

CONCEPTS. Extended Relationships

OVERALL OBJECTIVES: Show interpersonal behavioral characteristics which make one's behavior acceptable to others.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Identify desirable and undesirable dating behavior in short dramatizations.	
Identify kinds of interpersonal behavior that is acceptable behavior while at work: 1. With employer 2. With co-workers	Read suggested references and interview working adults for their suggestions on productive interpersonal relations at work.	Peake, A Job for You, pp. 62-63, 69-74.
	Given a description of a person and a working situation which involves a personal relationship problem, suggest a solution to the problem.	
State the one most common reason why people lose their jobs.	Recall experiences as a client or a customer. What kinds of behavior make you feel valued? What kinds of behavior make you wish you were elsewhere? What kinds of behavior make you want to buy the product or use the service?	McDermott, et al., Homemaking for Teenagers, 6th ed, II, pp. 61-63.
	Role play a situation in which you have interaction with a customer, the employer, or a co-worker about the return of a sale item by the customer. How does the behavior change? What basic feelings or respect for individuals is communicated (or not) in the different interactions?	

CONCEPTS: Values and Social Concerns

OVERALL OBJECTIVES: Demonstrate understanding of alternative personal behavior and consequences of that behavior relative to selected social concerns.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Specify a range of alternative behaviors and probable consequences relative to selected social concerns.	Read resource material on values and discuss how values are developed. Discuss values in relation to personal behavior involving social concerns such as: smoking, drinking, drug use, sexual activity and venereal diseases. Given actual value situations relevant to your community, write the probable consequences and suggest patterns of behavior. View filmstrip or film on values for teenagers and discuss outstanding problems presented. Analyze for alternative behaviors and consequences presented. Role play selected situations involving persons who have a value decision in smoking, drinking, alcohol, drug use, sex, and venereal diseases, and empathize with person to demonstrate a code of conduct.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 59-64. Pamphlet: Metropolitan Life Insurance Company, Facts You Should Know about V.D. - But Don't. Pamphlet: Channing L. Bete Company, Inc., What Everyone Should Know about V.D. Filmstrip: Guidance Associates, Values for Teenagers - The Choice Is Yours. Film: South Carolina Mental Health Film Library, Who Cops Out.

Resources for Family Life Education
(Personal and Family Relationships)

Basic Unit

Books:

Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: McGraw-Hill Book Company, Webster Division, 1972.

Bell, Camille and Berlie Fallon. Consumer and Homemaking Education, A Case Study Approach. Danville: The Interstate Printers and Publishers, Inc., 1971.

Craig, Hazel. Thresholds to Adult Living, 2nd ed. Peoria: Charles A. Bennett Company, 1969.

Cross, Aleene. Enjoying Family Living. New York: J. B. Lippincott Company, 1967.

_____ ___. Introductory Homemaking. New York: J. B. Lippincott Company, 1970.

Editors of Seventeen. The Seventeen Book of Fashion and Beauty. New York: The Macmillan Company, 1970.

Greer, Charlotte and Ellen Gibbs. Your Home and You. Boston: Allyn and Bacon, Inc., 1965.

McDermott, Irene and Florence Nicholas, Homemaking for Teenagers, 6th ed., Book I. Peoria: Charles A. Bennett Company, Inc., 1970.

McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teenagers, 3rd ed., Book II. Peoria: Charles A. Bennett Company, Inc., 1972.

Peake, Miriam. A Job for You. New York: Scholastic Book Services, 1964.

Pollard, Belle, Helen Laitem and Frances Miller. Experiences in Homemaking. Boston: Ginn and Company, 1968.

Resources for Family Life Education
(Personal and Family Relationships)

Basic Unit

Books:

Rhodes, Kathleen and Merna Samples. Your Life in The Family. New York: J. B. Lippincott Company, 1964.

Reiff, Florence. Steps in Home Living, 2nd ed. Peoria: Charles A. Bennett Company, Inc., 1971.

Tolman, Ruth. Charm and Poise for Getting Ahead. New York: Milady Publishing Corporation, 1967.

Uggams, Leslie and Marie Fenton. The Leslie Uggams Beauty Book. Englewood Cliffs: Prentice Hall, Inc., 1969.

Wilkins, Emily. A New You, The Art of Good Grooming. New York: G. P. Putnam's Sons.

Bulletins and Pamphlets:

Channing L. Bete Company, Inc. What Everyone Should Know about V.D. Greenfield, Massachusetts.

Metropolitan Life Insurance Company. Facts You Should Know about V.D. - But Probably Don't. One Madison Avenue, New York, New York 10010.

Films, Filmstrips:

Coronet Films. Developing Friendships. Chicago, Illinois 60601.

Guidance Associates. Harcourt, Brace and World. Pleasantville, New York 10570.
Becoming a Woman - Maturation and Growth
Somebody's Cheating
Values for Teenagers - The Choice Is Yours

Resources for Family Life Education
(Personal and Family Relationships)

Basic Unit

Films, Filmstrips:

Society For Visual Education, Inc. 1345 Diversey Parkway, Chicago, Illinois 60614.
- Broken Homes and Families
- Communication Gap
- Growing Up, from Childhood to Maturity
- Who Am I? The Search for Self

Glenbrook Laboratories. A Miracle of Nature. Glenn Educational Films, Inc., Monsey, New York.

South Carolina Mental Health Film Library. 2214 Bull Street, Columbia, South Carolina 29201.
- Act Your Age
- Emotional Maturity
- Walk in Their Shoes
- Wait Until Your Father Gets Home
- Shy Guy
- Who Cops Out

Transparency Masters:

South Carolina State Department of Education, Office of Vocational Education. The World of Work, Orientation and Guidance.

Family Life Education
(Personal and Family Relationships)

Advanced Unit

Grade: 10

Estimated Length of Unit: 4 Weeks

Concepts:

I. Self-involvement
   A. Family
      1. Personal contributions
      2. Recreation
      3. Communication
   B. Community
      1. Citizenship responsibilities
      2. Volunteer services

II. Preparation for mature roles
   A. Personal goals and values
   B. Understanding the importance of roles
   C. Decision-making

III. Preparation for marriage
   A. Dating
   B. Engagement
   C. Marriage
      1. Legal, religious and social aspects
      2. Factors related to successful marriages

CONCEPTS: Self-Involvement

OVERALL OBJECTIVES: Demonstrate the ability to make a plan for self-involvement in a family or community activity.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify ways of self-involvement for family enrichment through personal contribution, recreation, and communication.	Read selected references and view filmstrips to identify ways of becoming involved in the enrichment of family life through understanding, appreciation, attitudes and communication. Discuss with class. Role play selected examples of behavior showing understanding, appreciation, supportive attitudes, and positive ways of communication that may enrich family life. List ways class members' families enjoy recreation together. Indicate deterrents to family recreation. Make a recreation plan for a holiday or special occasion involving the entire family. Illustrate ideas of personal hobbies or interest for self-involvement in family living by arranging displays or by preparing a bulletin board. Discuss the balance between need for family involvement and need for personal privacy or activity for each member of the family.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 22-28. Cross, Enjoying Family Living, pp. 37-44, 49-55. Filmstrip - Record: Society For Visual Education, Inc., Family Problems of Older Teens Series: The Communication Gap. Families Are Important. Pamphlets: Public Affairs, Talking It Over At Home. Problems In Family Communication. Parent-Teenager Communication.

CONCEPTS: Self-Involvement

OVERALL OBJECTIVES: Demonstrate the ability to make a plan for self-involvement in a family or community activity.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe ways to be involved in community service and/or organizations.	Read selected references on citizenship responsibilities. Describe individual citizenship and relate to the well being of the community. Note those things which are a result of voluntary activity and those which are a paid activity.	Cross, Enjoying Family Living, pp. 44-49. Craig, Thresholds to Adult Living, 2nd ed., pp. 290-304.
	List community agencies and activities which request volunteer services and indicate why volunteer services may be more valuable than hired services.	
	Invite a panel or a resource person from community leaders to discuss the role of the teenager in community acitivities.	Community leaders.
	Plan for self-involvement in at least one community activity.	

CONCEPTS: Preparation for Mature Roles

OVERALL OBJECTIVES: Formulate generalization relating decision-making to personal values and goals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the relationship between values and goals.	Read selected resources and view filmstrips on values and goals. Define values and discuss the relationship between values, goals and decision-making. Identify examples in case materials or from your own experience.	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 15-17, 19-20, 62-63, 130-131.
Support the value of role behaviors which are expected by the mature person.	Debate the question, "Are culturally accepted role behaviors for adults a detriment to society?" Select debaters but also divide the class into sides and have all members gain background for the debate.	Craig, Thresholds to Adult Living, 2nd ed., pp. 9-44. Filmstrip - Record: Guidance Associates, Values for Teenagers - Choice Is Yours. Filmstrip - Record: Guidance Associates, Dare to Be Different.
	Examine the Penney unit kit on value clarification. Use the exercise to encourage thinking about value laden areas of choice and behavior in relation to choices.	Unit Kit: J. C. Penney Company, An Introduction to Value Clarification.
	Given selected situations involving value decisions, as a class write suggested solutions. Discuss various solutions and evaluate.	Cross, Enjoying Family Living, pp. 64-67.
Formulate a generalization regarding each of the following: 1. Decision-making and sharply defined values and goals.	Use role playing to contrast individuals having sharply defined values and goals with those having poorly defined values and goals.	

CONCEPTS: Preparation for Mature Roles
Preparation for Marriage

OVERALL OBJECTIVES: Formulate generalization relating decision-making to personal values and goals.
Demonstrate the ability to perceive the relationship of preparation for marriage to its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
2. Decision-making and poorly defined values and goals.	Summarize how your present values and goals influence decision-making as related to your future plans by describing your plans and stating specifically what influenced your decisions. Empathize with another's decision because of his values and goals through class members' own stories or case studies.	
Identify ways dating prepares one for marriage and successful living.	Given the following stages of love, formulate generalizations concerning the importance of each in relation to preparation for marriage: 1. Self love 2. Love of family 3. Love of peers 4. Adolescent love 5. Love of mate 6. Altruistic love	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 30-38. Cross, Enjoying Family Living, pp. 58-68.
	Read references on dating and discuss the following topics through buzz sessions: 1. Types of dating 2. The late dater or non-dater 3. Benefits of dating or non-dating or a mixture 4. Decision-making in dating 5. Building successful relationships	Craig, Thresholds to Adult Living, 2nd ed., pp. 175-192. Pamphlet: American Medical Association, Approaching Adulthood. Pamphlet: Association Press, The Art of Dating before You Marry.
	View selected films and filmstrips on dating. Explore different possibilities in decision-making and evaluate its ability to prepare one for marriage.	Films: South Carolina Mental Health Film Library, Worth Waiting For.

CONCEPTS: Preparation for Marriage

OVERALL OBJECTIVES: Demonstrate the ability to perceive the relationship of preparation for marriage to its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Anatomy of a Teenage Courtship. Filmstrip - Record: Society For Visual Education, Inc., Looking Ahead to Marriage. Filmstrip - Record: Guidance Associates, Everything But . . . Filmstrip: Guidance Associates, Sex, a Moral Dilemna.
	Write a paper on one of the following: 1. How present dating practices may affect my future dating 2. What I expect of a date 3. The best date	
Analyze the meaning of engagement as it relates to preparation for marriage.	In class discussion, compare current ideas and meanings of engagement and contrast with those of past generations.	Cross, Enjoying Family Living, pp. 102-110.
	List the desirable characteristics of a future mate and compare with given list. In what ways, if at all, might desirable characteristics of future mate change considering the present emphasis upon equality of the sexes?	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 42-47.
State ways in which self-examination and doubt during the engagement period might strengthen the marriage.	View films which illustrate the self-examination and doubt that may accompany teenage engagements. Discuss.	Films: S. C. Mental Health Film Library, Anatomy of a Teenage Engagement.

CONCEPTS: Preparation for Marriage

OVERALL OBJECTIVES: Demonstrate the ability to perceive the relationship of preparation for marriage to its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze selected factors for their probable contributions to successful marriage.	Discuss teenage marriages in relation to the following facts summarized by sociologist Lee Burchinal, and to the factors related to successful marriage: 1. Approximately half of all first brides are teenage girls. 2. The average age of the teenage bride is between 15 and 18, although several thousand girls of 14 and under marry each year. 3. Most girls marrying in their teens are juniors or seniors in high school, and most of their grooms are high school seniors or of college age. 4. Teenage marriages are more common among women than among men. 5. The average age of an American bridegroom is between 19 and 21. 6. Approximately one third to one half of all girls marrying in their teens are pregnant (in contrast to about one in every six of all ages). 7. More wives have their first child in their nineteenth year than in any other. 8. One out of six teenage wives has two or more children.	Engagement: Romance and Reality. Filmstrip: Coronet Films, Meaning of Engagement. Riker and Brisbane, Married Life, pp. 162-164. McDermott, et al., Homemaking for Teenagers, 3rd., II, pp. 40-51. Cross, Enjoying Family Living, pp. 106-107. Craig, Threshold to Adult Living, pp. 193, 198-199.

CONCEPTS: Preparation for Marriage

OVERALL OBJECTIVES: Demonstrate the ability to perceive the relationship of preparation for marriage to its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Factors related to successful marriage: 1. Age and readiness 2. Similarity of attitudes and interests 3. Similarity of occupational background 4. Similarity of educational level 5. Similarity of level of living 6. Childhood happiness 7. Similarity of religious faith 8. Similarity of personal traits	Landis, Your Marriage and Family Living, 3rd ed., pp. 177-192. Pamphlets: Public Affairs, What Makes a Marriage Happy. Too Young to Marry?

Resources for Family Life Education
(Personal and Family Relationships)

Advanced Unit

Books:

Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.

Craig, Hazel. Thresholds to Adult Living, 2nd ed. Peoria: Charles A. Bennett Company, Inc., 1969.

Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Landis, Paul. Your Marriage and Family Living, 3rd ed. New York: McGraw-Hill Book Company, Webster Division, 1969.

McDermott, Irene and Florence Nicholas. Homemaking for Teenagers, 6th ed. Book I. Peoria: Charles A. Bennett Company, Inc., 1970.

McDermott, Irene, Jean Norris and Florence Nicholas. Homemaking for Teenagers, 3rd ed. Book II. Charles A. Bennett Company, Inc., 1972.

Riker, Audrey and Holly Brisbane. Married Life. Peoria: Charles A. Bennett Company, Inc., 1970.

Bulletins and Pamphlets:

American Medical Association. Approaching Adulthood. 535 North Dearborn Street, Chicago, Illinois 60610.

Association Press. The Art of Dating before You Marry. 291 Broadway, New York, New York.

Resources for Family Life Education
(Personal and Family Relationships)

Advanced Unit

Bulletins and Pamphlets:

J. C. Penney Company, Inc. An Introduction to Value Clarification, (No. 83950)
1301 Avenue of the Americas, New York, New York 10019.

Public Affairs. 381 Park Avenue, New York, New York 10016
Problems in Family Communication
Parent, Teenager Communication
Talking It Over at Home
Too Young to Marry
What Makes a Marriage Happy

Films and Filmstrips:

Coronet Films. Meaning of Engagement. 65 East South Water Street, Chicago, Illinois 60601.

Guidance Associates. Harcourt, Brace and World, Pleasantville, New York 10570.
Dare to Be Different*
Everything, But . . .*
Sex, a Moral Dilemma
Values for Teenagers - Choice Is Yours*

*With record.

Society for Visual Education, Inc. 1345 Diversey Parkway, Chicago, Illinois 60614.
Families Are Important*
Looking Ahead to Marriage*
The Communication Gap*

*With record.

Resources for Family Life Education
(Personal and Family Relationships)

Advanced Unit

Films and Filmstrips:

South Carolina Mental Health Film Library, 2414 Bull Street, Columbia, South Carolina 29201.

Anatomy of a Teenage Courtship
Anatomy of a Teenage Engagement
Engagement: Romance or Reality
Worth Waiting For

Family Life Education

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

I. Self understanding
   - A. Basic needs
   - B. Personality and character development
   - C. Maturity
   - D. Self-esteem
   - E. Values and goals
   - F. Personal philosophy of life

II. Family living
   - A. Life cycle
   - B. Change in family roles
   - C. Family crises
   - D. Satisfactions and success

III. Individual in the community
   - A. Responsibilities and privileges
   - B. Community services and resources

IV. Preparation for the future
   - A. Dating
     1. Steps in dating
     2. Dating skills
     3. Communication
     4. Problems
   - B. Preparation for successful marriage
     1. Mate selection
     2. Engagement period
     3. Kinds of marriages, marriage laws and customs
     4. Wedding and honeymoon

Family Life Education

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

5. Adjustments in marriage

C. The single life
1. Prior to marriage
2. Permanently single

D. Preparation for careers

V. Preparation for parenthood
A. Role of planning
B. Prenatal care
C. Adjustments
D. Costs
E. Adoption of children

VI. Children in the family
A. Adjusting to the first child
B. Child care and guidance
1. Routine care and training
2. Health and safety
C. Community resources and child care services

VII. Decision-making for family goals
A. Factors in decision-making
1. Values
2. Standards
3. Resources
a. Human
b. Non-human

Family Life Education

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

B. Decision-making in other areas
   1. Food
   2. Housing and furnishings
   3. Clothing
   4. Health
   5. Recreation
   6. Education
   7. Relationships
      a. Child-rearing practices
      b. Decision-making patterns

CONCEPTS: Self Understanding

OVERALL OBJECTIVES: Show comprehension of individual uniqueness in inherent potential and the effect of environment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the relationship between achievement of one's potential and the achievement of basic needs. Indicate difficulty in attempting to bypass one step in the hierarchy.	After reading references, list individual basic needs. Arrange in order of importance. Given Maslow's Hierarchy of Needs*, through class discussion or buzz session, show that this order is the result of the attempts to satisfy the developmental needs of man. State in own words the theory and cite examples as they relate to: 1. Personality and character development 2. Maturity 3. Building self esteem * Abraham Maslow's theory of Human Motivation lists the human needs in the order of urgency of satisfaction as follows: 1. Physical needs (hunger, thirst, activity, sex, rest) 2. Safety needs (the search for a place which is relatively free from threats of life and which fosters a sense of security) 3. Belonging and love needs (desire for affection, accepting relationships with others) 4. Esteem needs (the desire to be respected by others for one's accomplishments and the quest for recognition and prestige)	Landis, Your Marriage and Family Living, 3rd ed., pp. 2-45. Landis, "Teacher's Manual" for Your Marriage and Family Living, p. 2. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 20-23. Maslow, Motivation and Personality. Films: S. C. Department of Mental Health Film Library, Roots of Happiness. Johnny Lingo. Filmstrips and Records: Guidance Associates, Becoming a Man: Maturation and Growth. Becoming a Woman: Maturation and Growth.

CONCEPTS: Self Understanding

OVERALL OBJECTIVES: Show comprehension of individual uniqueness in inherent potential and the effect of environment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	5. Self-actualization needs, a by-product of active commitment of one's talents to some cause outside of one's self which is not sought as a goal in itself (creative self-expression in personal and social achievements; the need to feel free to act to satisfy one's curiosity and to understand one's world) Note that 3 and 4 sometimes are interchangeable.	J. C. Penney Company, Unit Kit, The Home - An Environment for Human Growth.
Formulate a statement of one's own philosophy of life.	Respond to a checklist on your behavior in hypothetical situations. Discuss possible behavior.	
	Define values, attitudes, goals and ethics. Using these suggested questions analyze oneself and form guidelines for action: 1. How can you have fun with a group in a socially acceptable way? 2. How does one develop a code of ethics and value system? 3. Why is it important to consider another person's feelings and preferences?	Cross, Enjoying Family Living, pp. 64-67. Westlake, Relationships: A Study in Human Behavior, pp. 116-125.
	Analyze why value systems are different and why they may change as one grows older and as circumstances change.	
	Prepare to write a philosophy of life by working through the following steps: 1. List ten values held most important. 2. Rank the ten values in the order of importance.	Pamphlet: Science Research Associates, Building a Philosophy of Life.

CONCEPTS: Self Understanding

OVERALL OBJECTIVES: Show comprehension of individual uniqueness in inherent potential and the effect of environment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	3. List goals expected to be accomplished this year, within five years, within ten years, . . . 4. Compare goals with values to check compatibility. 5. Think of people most respected and reasons why. 6. Think of maxims, creeds and ideals of greatest importance. Write personal philosophy using the above evidences. Empathize with another person who has a differing set of values and goals as described in a case study.	Klemer, Marriage and Family Relationships, pp. 38-39.

CONCEPTS: Family Living

OVERALL OBJECTIVES: Show comprehension of family life as a progression through various stages which involve unique functional roles, crises, and satisfaction of family members.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe stages in the family life cycle.	Observe bulletin board on family life cycle.	Bulletin board: Keep in Step.
	After reading references, identify the stages in the family life cycle as life progresses from the beginning family to contracting (aging) family. Illustrate with pictures, drawings or by role playing.	Landis, Your Marriage and Family Living, 3rd ed., pp. 406-415.
	Summarize in written reports presented by class members expectations of life during each life stage.	Craig, Thresholds to Adult Living, 2nd ed., pp. 244-246.
		Westlake, Relationships, A Study in Human Behavior, pp. 246-247.
	Determine which stage of the life cycle best describes each class member's family. Tabulate responses to determine stages represented.	
Describe changing roles of family members in the life cycle.	Read selected references. Participate in buzz groups, one for each family member role in the life cycle to determine: 1. Characteristics 2. Functions 3. Wants and needs 4. Adjustments Prepare chart summarizing data from each buzz group.	Landis, Young Marriage and Family Living, 3rd ed., pp. 241-264, 395-415. Craig, Thresholds to Adult Living, 2nd ed., pp. 223-247. Westlake, Relationships, A Study in Human Behavior, pp. 240-255. Riker and Brisbane, Married Life, pp. 217-222.

CONCEPTS: Family Living

OVERALL OBJECTIVES: Show comprehension of family life as a progression through various stages which involve unique functional roles, crises, and satisfaction of family members.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 19-31.
	Prepare a chart showing the years of marriage of parents across the top and each child on the side of the chart, beginning with the birth of the first one on the first line. Example: Color the chart with a different color for each child, beginning on the year of marriage in which the child was born. This will show that some families may be in the launching period at the same time they are having a new child and also nearing retirement.	
List specific instances which may be regarded as family crises.	Work in groups to research crises, determining the frequency of different types and how they affect different families. Present findings to class. Examples: 1. Death 2. Separation 3. Senility 4. Disability 5. Divorce 6. Drastic change in income 7. Unexpected pregnancy 8. Illness 9. Unemployment 10. Birth defects 11. Sexual infidelity 12. Natural disaster 13. Alcohol or drug abuse	Landis, Your Marriage and Family Living, 3rd ed., pp. 439-459. Riker and Brisbane, Married Life, pp. 472-473. Westlake, Relationships, A Study in Human Behavior, pp. 53-62, 293-304. Craig, Thresholds to Adult Living, 2nd ed., pp. 200-203. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 319-336, 403-405.

CONCEPTS: Family Living

OVERALL OBJECTIVES: Show comprehension of family life as a progression through various stages which involve unique functional roles, crises, and satisfaction of family members.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Summarize group reports and discuss.	
	Describe how one of the crises listed may not be as serious to one family as it is to another.	Klemer, Marriage and Family Relationships, pp. 307-321. Film: S. C. Department of Mental Health Film Library, Phoebe.
Predict family satisfaction and success in relation to selected factors.	Cite and describe ways by which the family has gained satisfaction and success in everyday living.	
	Given a selection of letters written to a newspaper advice columnist such as Ann Landers, evaluate the chances of the family in each letter gaining happiness. Assume the role of the advisor and recommend ways for each family to find happiness.	Landis, Your Marriage and Family Living, 3rd ed., pp. 460-477. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 398-412. Craig, Thresholds to Adult Living, 2nd ed., pp. 235-238. Klemer, Marriage and Family Relationships, pp. 31-40. Cross, Enjoying Family Living, pp. 69-80. Westlake, Relationship, A Study in Human Behavior, pp. 282-285.

CONCEPTS: Individual in the Community

OVERALL OBJECTIVES: Show understanding of relationships between environmental resources and human rights, privileges, and responsibilities in the community.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe responsibilities and privileges of the individual in the community.	Read selected reference and answer the following questions for class discussion: 1. What is the meaning of responsibility? 2. What responsibility does each member of a family have for the home and for the community? 3. How can each family member be encouraged to develop new interests? 4. What is the meaning of privilege? 5. What are privileges enjoyed by the individual in the community? 6. What is the relationship between responsibility and privilege? 7. How does the use of privileges affect adult status? How does it affect responsibility?	Cross, Enjoying Family Living, pp. 3, 33-44. Filmstrip and Record: Graphic Research, Inc., Functional Living Series: Community Living.
	List ways individuals can assume community responsibilities and show appreciation for privileges gained by assuming responsibilities.	Craig, Thresholds to Adult Living, 2nd ed., pp. 290-301.
Identify community resources and services available to the individual and family.	Read selected references and answer the following questions for class discussion: 1. What is the definition of community? 2. What are various types of communities? 3. How can a community contribute to the life of the family? 4. What effect does a participating citizen have upon the community? 5. What is the importance of family involvement in the community?	Cross, Enjoying Family Living, pp. 44-49.

CONCEPTS: Individual in the Community

OVERALL OBJECTIVES: Show understanding of relationships between environmental resources and human rights, privileges, and responsibilities in the community.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	6. How active should an individual be who is a member of an organization? On what basis does the individual make such decisions? 7. Why do some people feel they have no part in community decisions? Make a study of local community services and resources and write findings in a report. Identify services and resources which make use of volunteer workers. Assemble clippings and articles from local newspapers to identify current problems in local community. Discuss possible solutions involving community resources.	Resource Persons: Health Department. Department of Social Services. Junior Red Cross. Mental Health Association. Newspapers.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
• Appraise the many functions of dating in our society.	View suggested film on dating. Discuss steps in dating and dating skills as depicted in film. How would you rewrite this film to suit your community and high school? Discuss the following topics: 1. Party dating 2. Group dating 3. Double dating 4. Single dating 5. Blind dating 6. Dutch dating 7. Steady dating Summarize discussion by formulating generalizations concerning functions, steps and types of dating. Read selected references for help in discussing the following generalizations: 1. Contacts with the opposite sex including dating help one become acquainted with opinions, attitudes and ideas of the opposite sex. 2. Dating involves responsibility toward parenthood. 3. Values are reflected in dating behavior. Write a short summary of factors involved in dating which prepares one for improved adult relationships.	Film: S. C. Department of Mental Health Film Library, How Do I Love Thee? Filmstrips and Records: Graphic Research, Inc., Personal Living Series: Etiquette, the Easy Way Out. The Age of Etiquette. Landis, Your Marriage and Family Living, 3rd ed., pp. 111-133. Craig, Thresholds to Adult Living, 2nd ed., pp. 175-192. Cross, Enjoying Family Living, pp. 83-89. Westlake, Relationships, A Study in Human Behavior, pp. 186-189.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 66-96.
		Riker and Brisbane, Married Life, pp. 73-105.
Identify the factors which influence personal standards in dating behavior.	From references and analysis of personal experiences, list factors that influence personal standards in dating. Discuss these in relation to community guidelines of dating behavior.	Landis, Your Marriage and Family Living, 3rd ed., pp. 134-137.
		Westlake, Relationships, A Study in Human Behavior, pp. 189-191.
		Riker and Brisbane, Married Life, pp. 95-104.
	Examine case studies in Bell and Fallon reference which pertain to dating standards and their consequences. Discuss these in relation to community guidelines and personal decisions.	Bell and Fallon, Consumer and Homemaking Education, pp. 136-139.
	Contribute a situation involving decisions on dating standards to a "Dear Abby" collection box. Read situations and discuss possible solutions.	Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 134-157.
	Discuss factors in today's society which place more responsibility on youth for dating behavior than ever before, such as:	Landis, Your Marriage and Family Living, 3rd ed., pp. 97-144.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. Sex, venereal disease 2. The automobile 3. Alcohol, drugs, smoking 4. Less parental control 5. Mass media 6. More money 7. More anonymity 8. Availability of contraceptives Write an evaluation on "Which influences seem stronger in determining dating behavior, parents or peers?" Support your response.	Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 97-142. Klemer, Marriage and Family Relationships, pp. 139-144. Films: S. C. Department of Mental Health Film Library, Walk in Their Shoes. Grooving. To Be a Man. To Be a Woman. Curious Alice. The Answer Is Understanding. Almost Everyone Does. Drugs: Facts Everyone Needs to Know. What Do Drugs Do. Nine 5 minute films: Ups and Downs. L.S.D. Marijuana. Tobacco. Alcohol. Glue Sniffing. Volatol. Narcotics. Drugs.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Filmstrips and Records: Guidance Associates, Everything But, Parts I and II. Values for Teenagers The Choice Is Yours, Parts I and II. The Exploited Generation, Parts I and II. I Never Looked at It That Way Before, Parts I and II. Filmstrips and Records: Society for Visual Education, Inc., Why Wait Till Marriage Series: Sexual Revolution, Part I. Man Is More Than an Animal, Part II. A More Than Private Affair, Part III. Films: S. C. State Board of Health Film Library, Quarter Million Teenagers. Drug Abuse: Chemical Tomb. Drugs and the Nervous System. L.S.D. Insight or Insanity.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Marijuana. Narcotics: The Inside Story. Narcotics: Pit of Despair Drug Abuse: One Town's Answer. Smoking and Health: A Report to Youth. The Battle to Breathe. Pamphlets: American Medical Association, Why the Rise in Teenage Gonorrhea? Why the Rise in Teenage Syphilis? V.D. Is Still a World Problem. U. S. Department of Health, Education and Welfare, L.S.D. - Some Questions and Answers. The Up and Down Drugs - Amphetamines and Barbiturates. Channing L. Bete Company, Inc., What Everyone Should Know About Drug Abuse. Drugs and You.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and its success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze factors relevant to mate selection.	Make a check list of criteria which you consider basic in determining the suitability of an individual for marriage. Rate these items in order of importance from one to ten. Tabulate separately the answers of boys and girls. Compare lists. Is there a wide variation of traits that boys and girls consider essential? Do the boys tend to differ in what they consider basic qualities for a marriage partner? Analyze questions ranked by different age groups and discuss difference if any in rank order. Read assigned references and view selected films to answer these questions? 1. How can the courtship period help someone to gain understanding of another person's background? 2. Why is it important to have similar goals and ambitions during the courting period? 3. How does understanding and accepting another person's cultural background contribute to over-all understanding of the individual ? Formulate generalizations concerning a growing personal understanding through courtship.	Landis, Your Marriage and Family Living, 3rd ed., pp. 159-176. Craig, Thresholds to Adult Living, 2nd ed., pp. 196-197. Riker and Brisbane, Married Life, pp. 106-109. Westlake, Relationships, A Study in Human Behavior, pp. 230-233. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 148-163. Cross, Enjoying Family Living, pp. 83-101. Film: S. C. Department of Mental Health Film Library, Worth Waiting For. Choosing for Happiness. Choosing Your Marriage Partner. Anatomy of a Teenage Courtship.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the role of engagement in its relationship to preparation for successful marriage.	Participate as a member of a girl-boy team to read selected references and view films for understanding of the engagement period and complete the following assignment: 1. Define formal and informal engagements and distinguish between them. 2. Identify purposes of engagement. 3. Discuss the relationship of the length of the dating and engagement period to probability of success in marriage. 4. Discuss engagement etiquette such as time and method of purchasing ring, announcement of engagement, and appropriate behavior for engaged couples. 5. Discuss the role of and deterrents to communication in making adjustments during engagement. 6. Discuss danger signals during engagement period and their significance. 7. List reasons for a broken engagement and give possible consequences. 8. Identify adjustments necessary during engagement. 9. Discuss need for pre-marital counseling and physical examination. Participate in class discussion relating to nine questions.	Pamphlets: Science Research Associates, Looking Ahead to Marriage. Looking Toward Marriage. Landis and Landis, Your Marriage and Family Living, 3rd ed., pp. 203-222. Landis and Landis, Personal Adjustment, Marriage and Family Living, pp. 184-207. Westlake, Relationships, A Study in Human Behavior, pp. 233-238. Craig, Thresholds to Adult Living, 2nd ed., pp. 212-213. Cross, Enjoying Family Living, pp. 102-112. Riker and Brisbane, Married Life, pp. 106-131. Films: S. C. Department of Mental Health Film Library, Anatomy of a Teenage Engagement. The Meaning of Engagement. Engagement - Romance or Reality.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify marriage laws and customs.	Read selected references on marriage laws and customs.	Landis, Your Marriage and Family Living, 3rd ed., pp. 224-232. Craig, Thresholds to Adult Living, 2nd ed., pp. 193-194.
	Respond to a taped interview by a clerk of court who relates the state marriage laws concerning legal age requirement, physical examination, waiting period for obtaining license and other requirements. Summarize interview and discuss reasons for the requirements.	Audio tape.
	Identify the kinds of marriage customs and show how they vary among different cultures and different parts of your community and state.	Riker and Brisbane, Married Life, pp. 223-263. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 231-239. Westlake, Relationships, A Study in Human Behavior, pp. 222-224. Film: S. C. Department of Mental Health Film Library, Johnny Lingo.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss why marriage is regarded as a method of achieving adult status. How can one improve preparation for marriage?	Filmstrip and Record: Guidance Associates, What Is Marriage Series: Expectations and Realities, Part I.
Relate the influence of individidual values, goals, and standards to choice of marriage ceremony and honeymoon.	Identify types of marriage ceremonies.	Landis, Your Marriage and Family Living, 3rd ed., pp. 232-239.
	Listen to a minister speak on success factors in marriage related to church ceremonies. Describe ways that values, goals and standards help determine the ceremony a couple chooses.	Minister.
	Read selected references to determine etiquette for formal and informal weddings.	Craig, Thresholds to Adult Living, 2nd ed., pp. 213-221.
	Suggest principles for planning a honeymoon. Analyze the honeymoon as a time alone to develop a pattern of adjustment and function as a married couple.	Cross, Enjoying Family Living, pp. 105-106. Riker and Brisbane, Married Life, pp. 271-307. Westlake, Relationships, A Study in Human Behavior, pp. 235-237. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 239-241.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Landis, Your Marriage and Family Living, 3rd ed., pp. 266-287, 439-459.
Identify factors which influence the ability to seek solutions to problems in marriage.	Prepare a skit on first quarrel in marriage and demonstrate resolution(s) that will contribute positively to interpersonal relations. Assume the role of other person in the skit and repeat the demonstration.	Klemer, Marriage and Family Relationships pp. 192-194.
	List practices indicative to success of marriage. Tabulate, compare and discuss results. Do the same for practices that make for marriage failure.	Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 246-259.
	Discuss in written evaluation: "How can skillful handling of marital problems help a couple to reorient themselves to obtain their goals?"	Riker and Brisbane, Married Life, pp. 192-222.
		Westlake, Relationships, A Study in Human Behavior, pp. 287-292.
		Films: S. C. Department of Mental Health Film Library, Handling Marital Conflicts. Early Marriage. This Charming Couple. Marriage Is a Partnership.
Analyze marriages for areas which may require adjustments.	Given a description of a couple and a description of the following adjustments, write a suggested solution for each adjustment:	Landis, Your Marriage and Family Living, 3rd ed., pp. 266-287.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. Money 2. Sexual relationships 3. In-law relationships 4. Social activities 5. Association with friends 6. Religious life 7. Parenthood	Craig, Thresholds to Adult Living, 2nd ed., pp. 223-227. Riker and Brisbane, Married Life, pp. 197-216. Klemer, Marriage and Family Relationships. (case studies throughout) Pamphlets: Public Affairs, Sexual Adjustment in Marriage. The Early Years of Marriage.
	Prepare bulletin board, or make a collection of newspaper reports or magazine articles concerning conflict in marriages. Discuss with class.	Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 247-259. Films: S. C. Department of Mental Health Film Library, Love Is for the Byrds. Marriage.
Recognize the adjustments required for a single life in a marriage and family oriented society.	List attitudes and aspects of life in remaining single for a few years or for a lifetime. Point out adjustments required of the single person.	Riker and Brisbane, Married Life, pp. 13-19.
	Make suggestions for leading a happy and useful life as a single person.	Westlake, Relationship, A Study in Human Behavior, pp. 306-315.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Write a paper on the topic, "Society should change its attitude toward the unmarried because . . ."	Cross, Enjoying Family Living, p. 68.
	Discuss evidence you may have observed in relation to the following research finding: The happiest persons in descending order are married men, single women, married women, and, last of all, single men.	Filmstrip and Record: Guidance Associates, What Is Marriage Series: Possibilities for the Future, Part II. Westlake, Relationships. A Study in Human Behavior, pp. 243-267.
Specify sources useful in making a career choice.	View a film or filmstrip and study resources to identify what is involved in making a career choice.	Landis, Your Marriage and Family Living, 3rd ed., pp. 256-264, 435-436. Craig, Thresholds to Adult Living, 2nd ed., pp. 36-43. Riker and Brisbane, Married Life, pp. 503-511. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 405-407.
	Read selected references and participate in discussion of vocational developmental tasks: 1. Crystallizing a vocational preference 2. Specifying a vocational preference 3. Implementing a vocational preference	Super, et al., Career Development: Self-Concept Theory, p. 81.

CONCEPTS: Preparation for the Future

OVERALL OBJECTIVES: Demonstrate understanding of the relationship between preparation for adult living and later success.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. Stabilizing in a vocation 5. Consolidating status and advancing in a vocation.	
	Evaluate your progress in relation to vocational developmental tasks.	
	Invite resource person from local employment agency to identify employment opportunities.	Resource persons: Employment agency
	Participate in class discussion on five careers. Indicate tentative selection of career and develop plan toward preparation.	Film: S. C. Department of Mental Health Film Library, Summer of Decision.
	Discuss husband-wife relationships with respect to career choice of either husband or wife.	Filmstrip and Record: Guidance Associates, The Job Attitude Series: Choosing Your Career. J. C. Penney Kit, Career Decisions.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Show understanding of the relationship between effective planning for a parenthood and creating a conducive environment for the child to grow and develop.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe responsible parenthood.	Complete a checklist on characteristics which are either inherited or learned. Discuss. List factors of heredity that relate to health of the child. State diseases that are inherited and sex-linked heredity traits. Discuss how environmental influences begin prenatally. List important factors in preparation for the new baby such as change in life style, time consuming aspect, and willingness to share work. Working in girl-boy team if class composition permits, read selected references as a basis for writing responses to the following items: 1. Contrast romantic and realistic concepts of parenthood. 2. Why is it very important to be emotionally and physically mature? 3. In what ways is parenthood one of the significant experiences possible in life? 4. What new adjustments are required between the husband and wife during pregnancy? 5. Through what ways can one prepare to be a better parent?	Landis, Your Marriage and Family Living, 3rd ed., pp. 308-348. Craig, Thresholds to Adult Living, 2nd ed., pp. 250-251. Riker and Brisbane, Married Life, pp. 20-72, 462-472. Westlake, Relationships, A Study in Human Behavior, pp. 348-357. Landis and Landis, Personal Adjustment, Marriage and Family Living, pp. 349-354.
Describe the purpose of planned parenthood.	View selected films and identify personal and economic factors which lead many couples to consider family planning.	Filmstrips and Records: Guidance Associates, Family Planning Today, Parts I and II.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Show understanding of the relationship between effective planning for parenthood and creating a conducive environment for the child to grow and develop.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Film: McGraw-Hill, Infant Care and Development Series: Prenatal Care and Planning. Filmstrips and Records: Society for Visual Education, Inc., Love and the Facts of Life Series: Learning about Love and Sex, Part I. Having a Baby, Part II.
	Read selected references on family planning.	Pamphlets: New Readers Press, Planning Your Family. Ecos, Inc., Elephants and Butterflies and Contraceptives. Channing L. Bele Company, ABC's of Birth Control. Dean Rubber Company, Babies Aren't Found Under a Cabbage Leaf. Kimberly-Clark Corporation, The Life Cycle Series: Your First Pregnancy, Parts I and II.
	Respond with questions to a discussion of contraceptive techniques and planned parenthood by a	Gynocologist or medical doctor.

CONCEPTS: Preparation for Parenthood

OVERALL OBJECTIVES: Show understanding of the relationship between effective planning for parenthood and creating a conducive environment for the child to grow and develop.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	gynocologist or medical doctor. Summarize presentation.	
	Respond to talk of representative from a community organization which offers planned parenthood counseling.	Planned parenthood counselor.
	Compare costs of planning family to suit a time when economically feasible and having children without planning.	
Summarize problems and satisfactions in adoption.	Identify and discuss important considerations for successful adoption.	Landis, Your Marriage and Family Living, 3rd ed., pp. 346-347.
	Discuss whether or not adoption is for satisfying parents' needs more than the child's needs.	
	Investigate and report finding on state laws that regulate adoption and discuss the rationale.	Craig, Thresholds to Adult Living, 2nd ed., pp. 208-209. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 390-397.

CONCEPTS: Children in the Family

OVERALL OBJECTIVES: Show comprehension of the role of parents in guiding and facilitating optimum growth and development of the child from birth to three years of age.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the parent role in child care involving nurture, discipline, and guidance from birth until three years of age.	Explore references to define nuture, discipline and guidance in relation to child development.	Landis, Your Marriage and Family Living, 3rd ed., pp. 349-389.
	List factors that contribute to nurture, discipline and guidance of a child. Discuss how an understanding of these factors contributes to successful parenthood and marriage.	Craig, Thresholds to Adult Living, 2nd ed., pp. 248-275.
	List areas in which you feel your parents excelled in child-rearing.	
	Formulate generalizations about the parent role based on factors of nurture, discipline and guidance as discussed in class.	Cross, Enjoying Family Living, pp. 114-137. Landis and Landis, Personal Adjustment, Marriage and Family Living, 5th ed., pp. 356-389.
	Respond with questions and answers to a panel of four class members who feel that their parents nurtured, disciplined and guided them in varying degrees.	
	Review selected resources and compare life prior to birth of the first child and after the first child.	Westlake, Relationships, A Study in Human Behavior, pp. 359-415. Filmstrips and Records: McGraw-Hill, Infant Care and Development Series:

CONCEPTS: Children in the Family

OVERALL OBJECTIVES: Show comprehension of the role of parents in guiding and facilitating optimum growth and development of the child from birth to three years of age.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		The Family and the New Baby. Parental Responsibility. A Baby's Day.
	Compare your beliefs with class members concerning child guidance to show possible problems between husband and wife.	
	Discuss the advantage of each parent maintaining a personal life as well as just a parent life on the development of the child.	
List community resources and child care services available to parents.	Investigate community resources that contribute to the welfare of children. Report findings.	Cross, Enjoying Family Living, pp. 130-135.
	Invite resource person to explain functions and services of community resources.	Resource persons.
	Observe a nursery with children ages one to three years. Participate with children if nursery policy permits. Write observations.	
	Observe a kindergarten group of children and write observations by pre-developed list of questions.	
	Compare behavior of kindergarten children to nursery children and form generalizations about predictive growth and behavior of three year olds.	
	Analyze an account of a family with a problem concerning children; list possible solutions utilizing community resources.	

CONCEPTS: Decision-Making for Family Goals

OVERALL OBJECTIVES: Demonstrate use of values, standards and resources in decision-making to achieve family goals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply decision-making process to achieve family goals.	Review definition of resources through teacher developed transparency. List family resources and classify as human or non-human. Identify resources in relation to personal values and standards.	Oppenheim, Management of the Modern Home, pp. 37-73. Bell and Fallon, Consumer and Homemaking Education, pp. 139-169.
	View filmstrip which reflect values, goals and standards in decision-making. Discuss	Filmstrip: J. C. Penney Company, The Consumer Decides.
	Given a description of a family and an amount of income with fixed expenditures, make a financial plan for budgeting a monthly income for a family of two. Identify resources (including non-human) available, and goals and standards to be considered in the plan.	
	Given the steps in decision-making: 1. Recognizing that a problem or decision-making situation exists 2. Weighing the alternatives available 3. Deciding upon an alternative 4. Accepting responsibility for decisions. Demonstrate your ability to use decision-making in achieving a family goal. Using a case study or creating an original problem related to one of the areas listed below. Outline the steps used in making a decision. 1. Foods 2. Housing and home furnishing 3. Clothing 4. Health	Pamphlet: Health Insurance Institute, A Date with Your Future. J. C. Penney Company, Decision Making for Consumers. Transparencies: 3M Company, Values and Goals. Pamphlets: Household Finance Corporation, Children's Spending. For Young Moderns. Your Automobile Dollar.

CONCEPTS: Decision-Making for Family Goals

OVERALL OBJECTIVES: Demonstrate use of values, standards and resources in decision-making to achieve family goals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	5. Recreation 6. Education 7. Relationships a. Child-rearing practices b. Decision-making patterns of husband and wife	Your Budget. Your Clothing Dollar. Your Equipment Dollar. Your Food Dollar. Your Health and Recreation Dollar. Your Home Furnishings Dollar. Your Housing Dollar. Your Savings and Investment Dollar. Your Shopping Dollar.

Resources for Family Life Education

Semester Course

Books:

Bell, Camille and Berlie Fallon. Consumer and Homemaking Education, A Case Study Approach. Danville: The Interstate Printers and Publishers, Inc., 1971.

Craig, Hazel. Thresholds to Adult Living, 2nd ed. Peoria: Charles A. Bennett Company, Inc., 1967.

Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Klemer, Richard. Marriage and Family Relationships. New York: Harper and Row Publishers, Inc., 1970.

Landis, Judson and Mary Landis. Personal Adjustment, Marriage and Family Living. Englewood Cliffs: Prentice Hall, Inc., 1970.

Landis, Paul. Your Marriage and Family Living. New York: McGraw-Hill Book Company, 1969.

Maslow, A. H. Motivation and Personality. New York: Harper and Brothers, 1954.

Oppenheim, Irene. Management of the Modern Home, 1st ed. New York: Macmillan Company, 1972.

Riker, Audrey and Holly Brisbane. Married Life. Peoria: Charles A. Bennett Company, Inc., 1970.

Super, D. E., R. Starishevsky, N. Matlin and J. P. Jordoan. Career Development: Self Concept Theory. New York: College Entrance Examination Board, 1963.

Westlake, Helen. Relationships - A Study in Human Behavior. Boston: Ginn and Company, 1969.

Resources for Family Life Education

Semester Course

Bulletins and Pamphlets:

American Medical Association. 535 North Dearborn Street, Chicago, Illinois 60610.
Why the Rise in Teenage Gonorrhea?
Why the Rise in Teenage Syphilis?
VD Is Still a World Problem

Channing L. Bete Company, Inc. Greenfield, Massachusetts.
What Everyone Should Know About Drug Abuse
Drugs and You
ABC's of Birth Control

Clemson University Extension Service. Guiding Our Children, Circular 242. Clemson University, Clemson, South Carolina 29631.

Dean Rubber Company. Babies Aren't Found Under a Cabbage Leaf. 16th and Iron, North Kansas City, Missouri 64116.

Ecos, Inc. Elephants and Butterflies and Contraceptives. P. O. Box 1055, Chapel Hill, North Carolina 27514.

Health Insurance Institute. A Date with Your Future. Educational Division, 277 Park Avenue, New York, New York.

Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.
Children's Spending
For Young Moderns
Your Automobile Dollar
Your Budget
Your Clothing Dollar
Your Equipment Dollar
Your Food Dollar

Resources for Family Life Education

Semester Course

Bulletins and Pamphlets:

Your Health and Recreation Dollar
Your Home Furnishings Dollar
Your Housing Dollar
Your Savings and Investment Dollar
Your Shopping Dollar

J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.
The Home - An Environment for Human Growth, No. 83829
Career Decisions - Finding, Getting and Keeping a Job, No. 83891.
Decision Making for Consumers, No. 83463.

Kimberly-Clark Corporation, Education Department. The Life Cycle Series: Your First Pregnancy, Parts I and II. Neenah, Wisconsin 54956.

Metropolitan Life Insurance Company. Facts You Should Know about VD but Probably Don't. One Madison Avenue, New York, New York 10010.

New Readers Press. Planning Your Family. Box 131, Syracuse, New York 13210.

Planned Parenthood Association. The Facts of Life. 1845 Assembly Street, Columbia, South Carolina 29201.

Public Affairs. 381 Park Avenue, New York, New York 10016
Sexual Adjustments in Marriage
Early Years of Marriage

Resources for Family Life Education

Semester Course

Bulletins and Pamphlets:

Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.
Building Your Philosophy of Life
Looking Toward Marriage
Looking Ahead to Marriage

U. S. Department of Health, Education and Welfare, Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402.
LSD - Some Questions and Answers
The Up and Down Drugs - Amphetamines and Barbiturates

Films, Filmstrips and Transparencies:

Guidance Associates. Harcourt, Brace and World, Pleasantville, New York 10570.
Becoming a Man - Maturation and Growth, Parts I and II*
Becoming a Woman - Maturation and Growth, Parts I and II*
Everything But, Parts I and II*
Family Planning Today, Parts I and II*
I Never Looked at It That Way Before, Part I and II*
The Choice Is Yours, Parts I and II
The Exploited Generation, Parts I and II*
The Job Attitude Series:
Choosing Your Career, Parts I and II*
Values for Teenagers, Parts I and II*
What Is Marriage Series:
Expectations and Realities, Part I*
Possibilities for the Future, Part II*
*With record.

Films, Filmstrips and Transparencies:

Graphic Research, Inc., P. O. Box 2238, Wichita, Kansas 67201.

Functional Living Series:

Community Living*

Personal Living Series:

Etiquette, the Easy Way Out*

The Age of Etiquette*

J. C. Penney Company, Inc. The Consumer Decides, No. 82824. 1301 Avenue of the Americas, New York, New York 10019.

McGraw-Hill Films, A Division of McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Infant Care and Development Series:

Prenatal Care and Planning

The Family and the New Baby*

Parental Responsibility*

A Baby's Day*

Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

Love and the Facts of Life Series:

Learning about Love and Sex, Part I*

Having a Baby, Part II*

Why Wait Till Marriage Series:

Sexual Revolution, Part I*

Man Is More Than an Animal, Part II*

A More Than Private Affair, Part III*

*With a record.

Resources for Family Life Education

Semester Course

Films, Filmstrips and Transparencies:

South Carolina Department of Mental Health Film Library, P. O. Box 485, Columbia, South Carolina 29202.

- Quarter Million Teenagers
- Drug Abuse, Chemical Tomb
- Drugs and the Nervous System
- Drug Abuse: One Town's Answer
- LSD - Insight or Insanity
- Marijuana
- Narcotics: The Inside Story
- Narcotics: Pit of Despair
- Smoking and Health: A Report to Youth
- The Battle to Breathe
- Almost Everyone Does
- Anatomy of a Teenage Courtship
- Anatomy of a Teenage Engagement
- Choosing for Happiness
- Choosing Your Marriage Partner
- Curious Alice
- Drugs: Facts Everyone Needs to Know
- Drugs (5 minute films)
  - Ups and Downs
  - LSD
  - Marijuana
  - Tobacco
  - Alcohol
  - Glue Sniffing
  - Volatol
  - Narcotics
  - Drugs
- Early Marriage

Resources for Family Life Education

Semester Course

Films, Filmstrips and Transparencies:

South Carolina Department of Mental Health Film Library, P. O. Box 485, Columbia, South Carolina 29202.

Engagement: Romance or Reality
Grooving
Handling Marital Conflicts
How Do I Love Thee
Johnny Lingo
Love Is for the Byrds
Marriage
Marriage Is a Partnership
Phoebe
Roots of Happiness
Summer of Decision
The Answer Is Understanding
The Meaning of Engagement
This Charming Couple
To Be a Woman
To Be a Man
Walk in Their Shoes
Worth Waiting For

3M Company. Values and Goals. Visual Products Division, 2501 Hudson Road, St. Paul, Minnesota 55101.